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ABSTRACT

          Literature on adult life stages and career
development is synthesized and placed within the perspective of a
career cycle model for teachers as adult learners. The teacher career
cycle is viewed as a progression affected by personal and
environmental factors. The stages a teacher's career proceeds through
(e.g., preservice, entry, growing, stable, exit) are described as not
necessarily linear, but frequently cyclical. Scenarios are given of
the cyclical development of four teachers, each of whom is required
by circumstances to change or reverse directions to develop
professionally. Implications for inservice education include: (1)
Traditional inservice activities that emphasize improved teaching
skills are appropriate at certain points in a teachers' career,
particularly during skill-building periods; (2) The concept of staff
development and professional growth should be broadened to include
concern for personal needs and problems of teachers; (3)
Organizational policies should provide support for teachers at
various stages of the teacher career cycle; and (4) Approaches to
staff development and professional growth should emphasize
personalized, individualized support systems. (JD)

FASTBACK

214

Teacher Career Stages: Implications for Staff Development

Peter J. Burke, Judith C. Christensen,
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3

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by
Peter J. Burke
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and
Judith C. Christensen

4

Table of Contents

Introduction

Teachers across the country are both praising and cursing the renewed attention given to education by various task forces, politicians, business executives, fellow educators, the press, and, above all, the public. With all the finger pointing, fault finding, and simplistic diagnoses and prescriptions in the recent reports criticizing the status of education, a constant is the teacher. There seems to be a recognition that if improvements are to be made, changes in how teachers are selected, trained, and upgraded are essential. This is because the teacher is viewed as the main catalyst for improving our schools, and rightfully so.

One of the concerns addressed by many of the reports, such as *A Nation At Risk*, is the need for career ladders for teachers. Career ladders are an administrative device to enhance the status of teaching by providing a hierarchical structure for teachers with appropriate financial incentives and added responsibilities for each step on the career ladder. Career ladders are a means of recognizing and rewarding competence, which many say has been sadly lacking in the teaching profession. The concept of career ladders has little to say about how teachers grow and develop in order to advance along the steps of the ladder. However, this area of concern has been studied by a group of researchers interested in *teacher career stages*. This fastback will consider this research and address the issues it has raised concerning staff development programs.

If the teaching profession is to attract better candidates and keep the best teachers, it is imperative that their professional needs are examined and provided for throughout their careers. There is a growing body of

literature dealing with career stages (Christensen et al. 1983). Most of the writers view teachers' careers as progressing through three or four sequential stages (Burden 1982; Feiman and Floden 1980; Newman, Burden, and Applegate 1980). This is helpful but it does not go far enough in explaining the complex of factors that influences one's career direction. Stages are usually thought of as unidirectional and lock step. The authors of this fastback believe that the metaphor of a cycle is a more precise way to explain the personal and organizational factors that have an impact on various facets of a teacher's career. The Teacher Career Cycle model is described in the next section.

8

Teacher Career Cycle Model

The model presented here incorporates the career stages described in the literature as well as principles of adult growth and development. However, a new dimension is added by conceptualizing the teacher's career as a cycle and by identifying the personal and organizational factors that influence the career. This approach, which borrows from social systems theory (Getzels et al. 1968), gives a dynamic and flexible perspective to the teacher career cycle rather than one of a static or fixed set of stages.

Figure 1 graphically represents the Teacher Career Cycle model. The model allows for movement in a dynamic manner reflecting responses to the personal and organizational environmental factors. The components of the model are described in the following sections.

Figure 1. A model of the stages of the Teacher Career Cycle and the environmental factors that affect it.
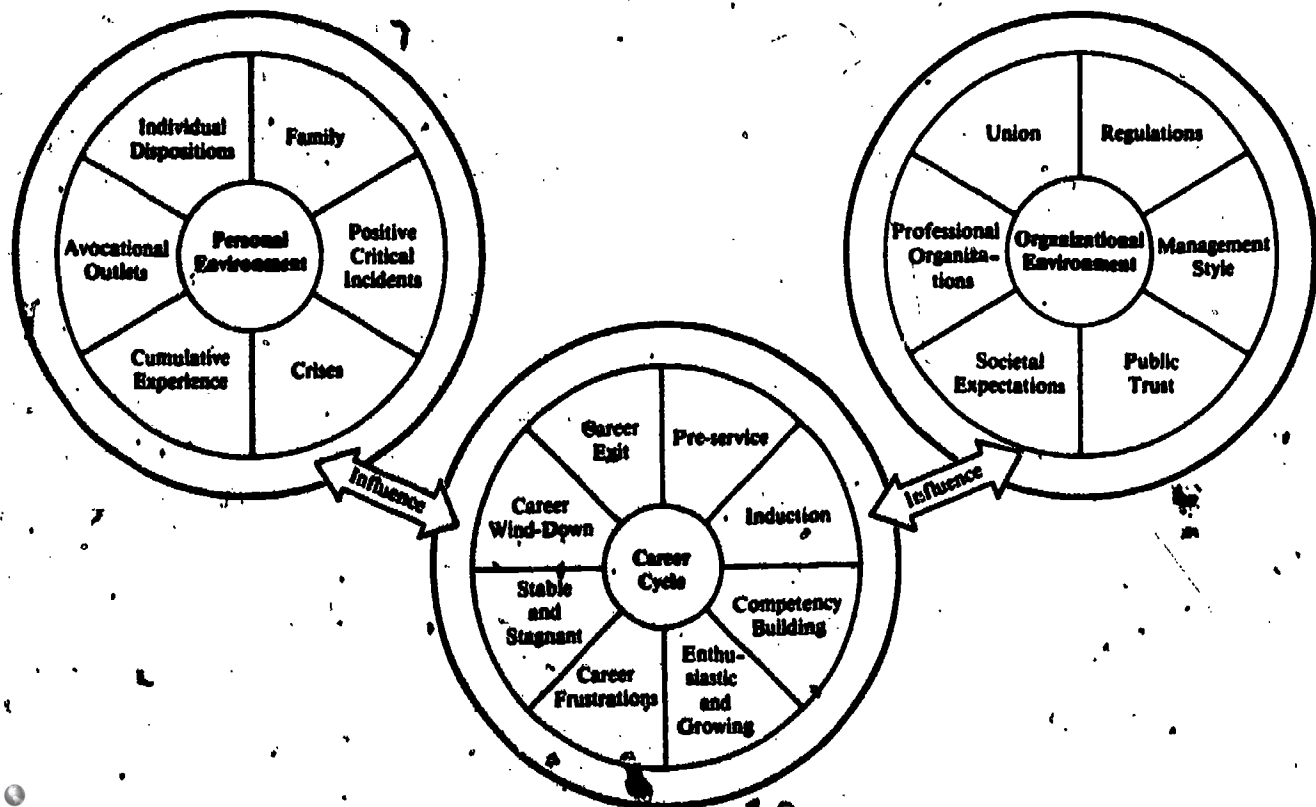
Environmental Components

The Teacher Career Cycle is affected by environmental conditions. A supportive, nurturing, reinforcing environment assists a teacher in the pursuit of a rewarding, positive career progression. On the other hand, environmental conditions can have a negative impact on the career cycle. It is sometimes difficult to sort out specific environmental factors that have an impact on the cycle, but for purposes of discussion here they may be separated into the broad categories of personal environment and organizational environment.

Personal Environment

The personal environment of the teacher includes a number of interactive yet identifiable categories of influence. Among them are family support structures, positive critical incidents, life crises, cumulative life experiences, avocational outlets, and individual dispositions of the person.

These categories of influence may have an impact singularly or in combination, and during certain periods they may become the driving force in influencing the job behavior and career cycle of an individual. Positive, nurturing, and reinforcing support from the personal environment that does not detract from career-related responsibilities will likely have a favorable impact on the career cycle. Conversely, a crisis-ridden, conflict-oriented personal environment will likely have a negative impact on the teacher's career cycle.

Following is an outline of some of the key components in the personal environment that could influence the career cycle.

A. Family
   1. Internal support systems
   2. Family role expectation
   3. . Financial conditions
   4. Size of primary family unit
   5. Special needs of family members
B. Positive critical incidents
   1. Marriage
   2. Birth of children
   3. Inheritance
   4. Religious experience
   5. Completion of an advanced degree
C. Life crises
   1. Illness of a loved one
   2. Death of a loved one
   3. Personal illness
   4. Financial loss
   5. Divorce
   6. Legal problems
   7. Substance abuse in family
   8. Crises of friends or relatives
D. Cumulative life experiences
   1. Educational background
   2. Experience with children
   3. Work outside of the schools
   4. Different teaching jobs
   5. Professional development activities
E. Avocational interests
   1. Hobbies
   2. Religious activities
   3. Volunteer work
   4. Travel
   5. Sports and exercise
F. Individual dispositions
   1. Life goals and aspirations
   2. Personal value system

12

3. Life priorities
4. Interpersonal relationships
5. Feeling of community

Organizational Environment

The organizational environment of schools and school systems constitutes a second major component of influences on the career cycle. Among the categories in this component are school regulations, management style of administrators and supervisors, atmosphere of public trust present in a community, expectations a community holds for its schools, activities and opportunities professional organizations offer, and union atmosphere in the system. A supportive posture from these organizational components will reinforce, reward, and encourage the teachers as they progress through their career cycles. Alternately, an atmosphere of mistrust and suspicion probably will have a negative impact.

Following is an outline of some key components in the organizational environment that could influence the career cycle.

A. School regulations
   1. Personnel policies
   2. Tenure decisions
   3. License requirements
   4. Academic freedom
   5. Class assignments
B. Management style
   1. Atmosphere of trust
   2. Inspection versus support
   3. Structure versus laissez faire
   4. Philosophical agreement
   5. Communication
C. Public trust
   1. Supportive atmosphere
   2. Confidence in schools and teachers
   3. Financial support

4. Expectations and aspirations
    5. School board support
  D. Societal expectations
    1. National reports on teachers and teaching
    2. Special interest group influence
    3. Results of referenda
    4. Resources for improvement
    5. Noninstructional goals for the schools
  E. Professional organizations
    1. Leadership
    2. Service to community
    3. Support
    4. Professional development
    5. Research
  F. Union
    1. Supportive atmosphere
    2. Protection and security
    3. Relationship with board and administration
    4. Opportunity for recognition
    5. Other benefits

Components of the Career Cycle

The components of the career cycle as depicted in Figure 1 on page 10 are described below. The reader should keep in mind that movement through this cycle need not be in a lock-step fashion.

Preservice. The preservice stage is the period of preparation for a specific professional role. Typically, this would be the period of initial preparation in a college or university. It might also include retraining for a new role or assignment, either by attending a higher education institution or as part of staff development within the work setting.

Induction. The induction stage is generally defined as the first few years of employment, when the teacher is socialized into the system. It is a period when a new teacher strives for acceptance by students, peers, and supervisors and attempts to achieve a comfort and security level in dealing with everyday problems and issues. Teachers may also ex-

perience induction when shifting to another grade level, another building, or when changing districts completely.

Competency Building. During this stage of the career cycle, the teacher is striving to improve teaching skills and abilities. The teacher seeks out new materials, methods, and strategies. Teachers at this stage are receptive to new ideas, attend workshops and conferences willingly, and enroll in graduate programs through their own initiative. Their job is seen as challenging and they are eager to improve their repertoire of skills.

Enthusiastic and Growing. At this stage teachers have reached a high level of competence in their job but continue to progress as professionals. Teachers in this stage love their jobs, look forward to going to school and to the interaction with their students, and are constantly seeking new ways to enrich their teaching. Key ingredients here are enthusiasm and high levels of job satisfaction. These teachers are often supportive and helpful in identifying appropriate inservice education activities for their schools.

Career Frustration. This period is characterized by frustration and disillusionment with teaching. Job satisfaction is waning, and teachers begin to question why they are doing this work. Much of what is described as teacher burnout in the literature occurs in this stage. While this sense of frustration tends to occur most often during a mid-point in one's career, there is an increasing incidence of such feelings among teachers in relatively early years of their careers. This is particularly true of those new staff who face the continual threat of reduction in force under a policy of "last hired/first fired."

Stable but Stagnant. Stable but stagnant teachers have resigned themselves to putting in "a fair day's work for a fair day's pay." They are doing what is expected of them, but little more. They may be doing an acceptable job but are not committed to the pursuit of excellence and growth in the profession. These teachers are often just going through the motions to fulfill the terms of their contracts, and they tend to be the most difficult to deal with in terms of professional development programs. They are seldom motivated to participate in anything at more than a surface level and are passive consumers of inservice efforts at best.

Career Wind-Down. This is the stage when a teacher is preparing to leave the profession. For some, it may be a pleasant period in which they reflect on the many positive experiences they have had and look forward to a career change or retirement. For others, it may be a bitter period, one in which a teacher resents the forced job termination or, perhaps, can't wait to get out of an unrewarding job. A person may spend several years in this stage, or it may occur only during a matter of weeks or months.

Career Exit. The exiting stage of a teacher's career represents the period of time after the teacher leaves the job, but includes other circumstances than simply retirement after many years of service. It could be a period of unemployment after involuntary or elective job termination or a temporary career exit for child rearing. It could also be a time of alternative career exploration or of moving to a nonteaching position in education such as administration.

There is a tendency to view the career cycle depicted in Figure 1 as a linear process, with an individual entering at the preservice level and progressing through the various stages. While there is a certain logic to this view, this is not necessarily an accurate picture of the process. It is more likely to be an ebb and flow, with teachers moving in and out of stages in response to both personal and organizational environmental influences. The scenarios that follow will illustrate the fluctuations in the career cycle.

16

Scenarios of Teachers in the Career Cycle

Don Jackson

Don Jackson was an *enthusiastic and growing* business education teacher at West High School. He enjoyed his assignment and the challenge of new students every year. When the Distributive Education coordinator at West High resigned, the school principal, recognizing Don's ability, asked him to take the Distributive Education position. In this situation the management style of the principal was an influence from the organizational environment as was the state licensing regulation for the new position.

To qualify for the new position required that Don return to State University to take *preservice* coursework. He then recycled through the *induction* and *competency-building* stages in his new position. His return to the *enthusiastic and growing* cycle of his career did not take as long as it had when he began teaching because of the strong and positive experiences he had had earlier.

Professional support that was beneficial to Don included tuition reimbursement to return to State University, released time for his study, funds to develop materials, and a reduced class load during his induction period into the new position.

Jessica Reed

Jessica Reed was a third-grade teacher at Washington Elementary School in her second year of teaching. She was in the *competency-*

building stage of her career. She was gaining more confidence as she shared her successes and failures with her colleagues.

The president of the Washington P.T.A. invited Jessica to serve on a committee whose charge was to develop an evaluation strategy for the school principal. Jessica was advised by the union building representative not to accept the assignment because of her probationary status with the district and because the principal, as her immediate supervisor, was recommending her continued employment.

These conflicting influences from the organizational environment (confidence shown by a member of the community but protective advice from her union representative) created a great deal of *career frustration* and anxiety for Jessica. Jessica's personal disposition was to follow the union dictates, so she withdrew from the committee, closed her classroom door, and entered a *stable and stagnant* period in her professional life.

Jessica no longer viewed inservice education activities as an opportunity for growth but rather as a requirement to fulfill the terms of her contract. In this case, activities could have been planned that would have helped Jessica in her *competency-building* stage while still a probationary teacher; and assignment to a sensitive professional committee could have been postponed until her tenure was secure.

Tom Dixon

Tom Dixon, a mathematics teacher at Central High School for 14 years, had resigned himself to doing "a fair day's work for a fair day's pay." Tom was an individual of great talent but had become *stable and stagnant*, viewing teaching as a job with no commitment to excellence.

Tom was nominated by his department chairperson to be a member of a prestigious professional association. He decided to join, and the interaction with other educators in this professional association was a source of professional renewal for Tom. From his membership in this new professional group Tom was made keenly aware of the importance of students finishing high school. Tom had much experience with slow learners in his math classes, and this influence from his personal en-

vironment nudged him to organize a dropout prevention program for the district.

Tom was given support to prepare a grant application for the program. The program received funding, and part of Tom's assignment was to be the director of the project. Tom went through a *competency-building* cycle for this project and learned new techniques for dropout prevention. A key component of this project was to help other teachers in the district learn techniques to keep marginal students in school. Tom moved from being a passive resister of professional development activities to being an active provider. Thus the influence of peer relationships in the professional association helped to move Tom from his stable stage to an *enthusiastic and growing* one.

Bernice Huber

Bernice Huber had been a physical education teacher at Grant Elementary School for 32 years. She was in a *career wind-down* cycle in her teaching, since her last child left home about six years before. Much of her spare time was spent with her husband in avocational interests that were devoid of physical activity.

Quite unexpectedly, she was faced with a personal crisis; her husband died of a heart attack, leaving her alone and without adequate financial resources. Her plans for an early *career exit* were shattered as she realized she had 10 more years to give to her profession before she was eligible for retirement benefits sufficient to support her.

Bernice immediately shifted her plans for leaving the profession to one of *competency-building* in a new facet of her career. Because of the tragedy in her personal environment, she embarked on a program to learn all she could in the area of cardiovascular health. Her objective was to help as many students as possible learn appropriate health measures to prevent what happened to her husband. Following her *competency-building* in this area through coursework and attendance at professional meetings, Bernice found a new challenge in her teaching, which made her career wind-down a positive experience.

The above scenarios were selected to show how the components of the Teacher Career Cycle model function in real-life situations. They

also show the complexity of the various influences in the personal and professional lives of teachers.

The teachers in these scenarios could very well all be in the same school district. For those responsible for staff development the question arises as to what staff development activities are appropriate for each of these individuals in order to combat the negative influences and support the positive ones. If the Teacher Career Cycle model is to guide staff development efforts, then there must be appropriate organizational and supervisory responses.

The next section attempts to link appropriate professional development activities with the current research and thinking in adult learning. This will then be applied to the framework of the Teacher Career Cycle.

Career Stages and Professional Development

Planners and providers of teacher inservice education need to be aware of the basic tenets of adult learning and how they apply to teachers in different stages of their career cycle. There are differences in the way adults learn compared to children and adolescents, and programs to help them improve must be structured to meet their individual needs. This section will review some recent literature on adult development and draw implications for teacher professional development within the framework of the Teacher Career Cycle.

Adult Learners

Considering the wide range of needs at various career stages, what are some of the things we know about adult learning that will assist in meeting their needs? The research in the field of adult learning is not new, but recent work in this area has received increased attention in the mass media and in popular readings (Sheehy 1976; Gould 1978; Levinson 1978). As early as 1926 Lindeman identified the following key assumptions about adult learners:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy.
2. An adult's orientation to learning is life-centered.
3. Experience is the richest source or resource for an adult's learning.
4. Adults have a deep need to be self-directing.
5. Individual differences among people increase with age.

More recently Knowles (1978) has formulated a theory of teaching adults based on the following four assumptions:

1. As individuals mature, self-concept moves from total dependence to an increasing self-directedness.
2. As individuals mature, they accumulate a growing reservoir of experiences that provides a broadened base on which to relate new learning.
3. As individuals mature, their readiness to learn is increasingly oriented to the developmental tasks of their evolving social role.
4. As individuals mature, there is a shift in learning from subject-centeredness to problem-centeredness.

From these assumptions Knowles goes on to draw several implications for adult learning:

1. Adults enjoy planning and carrying out their own learning experiences.
2. Discovery of how to learn from experience is the key to self-actualization.
3. Mistakes are an opportunity for learning.
4. Adult readiness to learn grows out of a recognition of the need to know.
5. Formal curriculum development is less important than finding out what the learners need to know.
6. Adults need the opportunity to apply and try out learning quickly.

If the assumptions above are valid, then there is a need to plan and implement professional development programs that view the adult learner as one who wants to learn. It is also important to build on the experiences of the learner and to remember that adult learning patterns and needs change throughout their careers. The Teacher Career Cycle model offers a way to view the changes that teachers, as adults, experience. And by analyzing the environmental influences, planners of professional development programs can determine motivations for certain actions that may lead to improved programming. Other implications for inservice programming are given below.

Implications for Inservice Education

The Teacher Career Cycle model suggests that professional growth and staff development require a comprehensive approach. While specific skill-building approaches are appropriate at certain points in a teacher's career, there is a need to go beyond this approach and to consider the personal and organizational influences that can have an impact on teacher performance.

Following are some implications drawn from the Teacher Career Cycle model:

1. Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teacher's career, particularly during the skill-building periods associated with the *induction* and *competency-building* stages, and to some extent during the *enthusiastic and growing* stage.

2. The concept of staff development and professional growth should be broadened to include concern for the personal needs and problems of teachers. This might include support systems to assist teachers in dealing with family problems, alcohol and drug abuse, financial planning, and crisis resolution. Larger school districts could consider internal support systems for such purposes; while smaller districts could explore linkages to existing social service agencies.

3. Organizational policies should be examined to provide support for teachers at various stages of the teacher career cycle. Organizational responses to teachers' personal needs might include liberal sabbatical policies, modifications in job assignments, job sharing, liberal leave-of-absence policies, and other procedures that might give teachers the opportunity to explore career alternatives or pursue solutions to personal problems.

4. Approaches to staff development and professional growth should emphasize personalized, individualized support systems. Models for such approaches are found in the work of Sergiovanni (1979), Herzberg (1959), Bents and Howey (1981), Edelfelt and Johnson (1975), Fessler and Burke (1983), and Glickman (1981).

23

Summary

The model presented in this fastback is an attempt to synthesize the literature in adult life stages and career development and to place it within the perspective of a career cycle model for teachers as adult learners. Numerous implications for staff development and for professional growth are given. Much of what is presented here is speculative. It is based on the authors' attempt to apply new structure to the existing literature. It should be remembered that much of the work that serves as the foundation for this model is based on ethnographic studies of very small sample size or on educated "hunches" (Christensen et al. 1983). There is a need for further empirical verification of the constructs presented in the model.

The Teacher Career Cycle model should be of value to both researchers and practitioners concerned with teacher growth and professional improvement. For researchers, a schema to view the teacher career cycle process is presented that is rich in questions and conceptualizations that merit further analysis. For the practitioner, the model presents a framework for viewing teacher growth and development that holds numerous implications for efforts in supervision, inservice, and staff development. It is the authors' hope that this model will stimulate dialogue and activity among both groups.

24

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An Annotated Bibliography

After conducting an extensive review of the literature on teachers' career stages and professional development, the authors found the following sources to be especially comprehensive and useful.

Beegle, C. W., and Edelfelt, Roy, eds. *Staff Development: Staff Liberation.* Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
The editors have compiled a series of articles on the theme of staff development from the perspective of personal growth, liberation, and self-actualization. The 16 articles cover topics ranging from societal and staff development programs to a look at the future of staff development.

Brundage, Donald H., and MacKeracher, Dorothy. *Adult Learning Principles and Their Application to Program Planning.* Toronto: The Ontario Institute for Studies in Education, 1980.
The authors focus on adult learning principles and their application to adult learning programs. The first two sections offer background assumptions about adult learning and describe characteristics of adult learners. The third section offers suggestions and implications for adult teaching under three headings: teaching behaviors, design of the teaching process, and the characteristics of teachers of adults. Sections four and five apply learning principles to program planning. The final section provides a summary of 36 adult learning principles.

Burden, Paul R. "Developmental Supervision: Reducing Teacher Stress at Different Career Stages." Paper presented at the annual conference of the Association for Teacher Educators, Phoenix, Arizona, February 1982. (ERIC Document Reproduction Service No. ED 218 267)
The author reviews the changes that can occur in teachers' careers and hypothesizes three stages of development: 1) survival stage (first year of teaching), 2) adjustment stage (2 to 4 years of teaching), and 3) mature stage

(years 5+). After reviewing the characteristics of teachers in the above categories, the author discusses career stresses and suggested supervisory practices for teachers at each stage.

Christensen, Judith; Burke, Peter; Fessler, Ralph; and Hagstrom, David. *Stages of Teachers' Careers: Implications for Staff Development*. ERIC Clearinghouse on Teacher Education, One DuPont Circle, Suite 610, Washington, D.C. 20036, 1983 (Clearinghouse No. SP 021 495)
The authors provide a synthesis of the literature and research available on teachers' career stages. The document covers such topics as adult development and the implications for planning successful staff development programs. Also included is a section on future directions and needed research.

Dillon-Peterson, Betty, ed. *Staff Development and Organizational Development*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1981. (ERIC Document Reproduction Service No. ED 195 919)
This 1981 ASCD Yearbook emphasizes lifelong education and growth in order for school staff to adjust to rapidly changing conditions. Chapters on staff development and organizational development are presented as key approaches for school improvement. These are followed by sections dealing with designing effective programs, evaluating staff development, and a memorandum on the future.

Feiman, Sharon, and Floden, Robert E. *What's All This Talk About Teacher Development?* Research Series No. 70. East Lansing: Institute for Research on Teaching, Michigan State University, February 1980. (ERIC Document Reproduction Service No. ED 189 088)
This review of research covers three approaches to teacher development. The first is a description of the stages most teachers experience (survival, consolidation, renewal, and maturity). The second concerns the personal development of teachers (ego, moral, and cognitive). The third involves the support of teacher development through professional inservice programs.

Floden, Robert E., and Feiman, Sharon. *A Developmental Approach to the Study of Teacher Change: What's to be Gained?* Research Series No. 93. East Lansing: Institute for Research on Teaching, Michigan State University, February 1981.
This paper describes the strengths and limitations of a developmental approach to the study of teacher change. The chief characteristics of the developmental approach are described, and its application to studying changes in teachers is assessed. Suggestions are provided for building a theory of teacher change based on a developmental approach.

Glickman, Carl. *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1981.
Glickman identifies three approaches to supervision: directive, collaborative, and non-directive. He argues that different approaches are necessary for teachers at different stages of professional development. Glickman hypothesizes that there is a continuum based on teachers' levels of commitment and abstraction that can serve as a basis for identifying teacher career stages and appropriate supervisory approaches.

Griffin, Gary A., ed. *Staff Development*. Eighty-second Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1983.
This yearbook reports the state of the art in staff development. It includes sections on the adult learner and the context within which staff development occurs. The context considers the school itself, the community, the district, and the organizational needs of the institution. Examples of staff development practices are presented along with a section suggesting a conceptual framework for planning, implementing, and analyzing staff development programs.

Hall, Gene E. and Loucks, Susan. "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development." *Teachers College Record* 80 (September 1978): 36-53. (EJ 195 495)
This article describes the Concerns-Based Adoption Model (CBAM), a change process technique developed at the Research and Development Center for Teacher Education at the University of Texas at Austin. The model considers change a process, not an event, and focuses on individual, not group, change. The authors suggest that staff developers must attend to the teachers' concerns as well as to the innovator's technology. The model is based on the concept of Stages of Concern About the Innovation, first developed by G. E. Hall, R.C. Wallace Jr., and W. A. Dossett in 1973.

Houston, W. Robert, and Pankratz, Roger, eds. *Staff Development and Educational Change*. Reston, Va.: Association of Teacher Educators, 1980.
This book presents the issues involved in personal and institutional change. It includes sections on adult development, staff development for faculties of colleges and universities, and examples of successful staff development practices.

Howey, Kenneth; Bents, Richard; and Corrigan, Dean, eds. *School-Focused In-Service: Descriptions and Discussions*. Reston, Va.: Association of Teacher Educators, 1981.
The first section of this book is an overview of the conceptual framework of school-focused inservice, a view that focuses on the specific interests and

needs of school personnel in their work setting. Other sections explore the everyday activities of school-focused inservice, the planning and decision-making activities necessary, examples of models designed for specific educational settings, specific organizational approaches to school-focused inservice, and an exploration of the implications for Public Law 94-142.

Journal of Research and Development in Education 15, no. 1 (Fall 1981).
This entire issue is devoted to the topic of inservice education. Its articles focus on the role of schools, colleges, and departments of education.

Journal of Staff Development 1, no. 2 (October 1980).
This special issue is devoted to adult development. The lead article, "Adult Development is Implicit in Staff Development," by Sharon Oja describes theories of adult development, applies the theory to staff development, presents a framework that can be used to incorporate a developmental focus into staff development programs, and identifies four important elements to be found in successful programs for teacher staff development. Other articles on the specifics of teaching adult professionals are by Susan Ellis, Betty Dillon-Peterson and Christy Hammer, Dorothy Major, and Sara R. Massey. The concluding article, "A Consumer's Guide to Teacher Development," by Sharon Feiman and Robert E. Floden examines three approaches to staff development, each of which is characterized as "developmental."

Krupp, Judy-Arin. *Adult Development: Implications for Staff Development.* 40 McDivitt Drive, Manchester, CT 06040, 1981.
This handbook summarizes the common characteristic. of stages of adult development and then applies that information to staff development situations with teachers in schools. General characteristics, key concerns, and implications are given for seven stages from late teens to retirer ..at.

Newman, Katherine K.; Burden, Paul R.; and Applegate, Jane H. "Helping Teachers Examine Their Long-Range Development." Paper presented at the annual conference of the Association of Teacher Educators, Washington, D.C., February 1980. (ERIC Document Reproduction Service No. ED 204 321)
The authors describe three developmental phases in a teacher's career. The first phase lasts from about age 20 to age 40 and is characterized by considerable shifts in commitment to teaching. It is a time of finding a "place" in the profession. From about age 40 to age 55, personal morale is high and the commitment to teaching is strong. The final phase is characterized by a teacher's awareness of loss of energy and enthusiasm and a drawing away from the persons they teach. With these phases in mind, suggestions are made for inservice education.

Newman, Katherine K.; Dornburg, Beverly; Dubois, Dion; and Kranz, Elizabeth. *Stress in Teachers' Midcareer Transitions: A Role for Teacher Education.* 1980. (ERIC Document Reproduction Service No. ED 196 868) This paper uses case histories to describe the stressful transitional periods that teachers often encounter at approximately the 10th and 20th years of their careers. At about the 10th year teachers may decide whether to remain in the field, and at about the 20th year they examine their careers and make decisions about professional renewal. The authors describe a graduate course called Teacher Career Development, which they have developed to help teachers move through these potentially stressful periods.

Sergiovanni, Thomas, ed. *Supervision of Teaching.* Alexandria, Va.: Association for Supervision and Curriculum Development, 1982. This ASCD Yearbook attempts to summarize current thinking about supervision. Sections in the yearbook include a historical perspective; a review of the scientific, artistic, and clinical faces of supervision; consideration of the human factors in supervision; the impact of curriculum and the school bureaucracy on supervision; and an assessment of future directions in the developing field of supervision.

Yarger, Sam J.; Howey, Kenneth R.; and Joyce, Bruce R. *Inservice Teacher Education.* Palo Alto, Calif.: Booksend Laboratory, 1980. This report on the results of a research study of inservice teacher education yields information about what types of inservice are considered most important by teachers, why teachers are involved in the process and what keeps them involved, and who should and does design and direct inservice activities. The authors suggest that perhaps the most important finding of the study relates to teacher involvement in planning inservice. "Job-embedded inservice" was found to be the type most directly related to the improvement of teaching skills and was considered to be the most desirable form of inservice.

30

(Continued on inside back cover)

See inside back cover for prices.